



NDIS Quality  
and Safeguards  
Commission

# NDIS Practice Standards: High intensity support skills descriptors

Guidance for NDIS providers and  
auditors

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## What are the high intensity support skills descriptors?

The high intensity support skills descriptors (skills descriptors) are supplementary guidance for NDIS providers and workers supporting participants with high intensity daily personal activities (HIDPA). They describe the skills and knowledge that NDIS providers should ensure their workers have when supporting participants who rely on HIDPAs. These supports present some of the highest risks for participants. Many of these supports are intensely personal in nature, and require workers to communicate and work closely with the participant to understand when and how to deliver supports safely in ways that meet the participants' preferences and daily routines.

## Which supports do the skills descriptors apply to?

High intensity skills descriptors apply to providers required to be audited against the NDIS Practice Standards, Supplementary Module 1: High Intensity Daily Personal Activities (HIDPA), relevant to the high intensity supports they provide.

The skills descriptors provide further explanation of the skills and knowledge expected when supports are delivered by a competent worker who is not a qualified health or allied health practitioner. NDIS providers registered for these should ensure workers meet the expectations of the relevant skills descriptors. The relationship to the HIDPA practice standards is provided in each skills descriptor.

Other providers and workers may also use this guidance to ensure best practice when supporting people who require these supports. The support activities described in these skills descriptors are likely to form part of a participant's integrated support network and not necessarily as a standalone support. These supports can carry significant risk to the person and their workers and it is important that NDIS providers and workers ensure quality and safety in the supports they provide.

## Who should use the skills descriptors?

- Participants, their family and their support network can use the skills descriptors to understand the quality of support they can expect and as a reference when talking with service providers and selecting workers.
- Auditors use the skills descriptors to determine if a provider has complied with the NDIS Practice Standard requirements to provide high intensity supports for the purpose of a quality audit.
- NDIS providers and workers can use the skills descriptors to understand the expectations they should meet to provide HIDPAs and to help select training courses that will deliver the relevant knowledge and skills expected to provide high intensity supports.
- Trainers should use the skills descriptors to ensure the training they offer equips workers with the skills and knowledge expected to provide these types of supports.

## NDIS provider obligations

### NDIS Code of Conduct

All NDIS providers and workers must comply with the NDIS Code of Conduct when providing supports or services to NDIS participants.

The NDIS Code of Conduct sets out the requirements to deliver safe and ethical supports and services, and requires NDIS providers and workers who provide supports or services to NDIS participants to, among other things:

- act with respect for individual rights to freedom of expression, self-determination and decision-making in accordance with applicable laws and conventions
- provide supports and services in a safe and competent manner with care and skill
- promptly take steps to raise and act on concerns about matters that may impact the quality and safety of supports and services provided to people with disability.

### NDIS Practice Standards

Registered NDIS providers are obligated to comply with the [National Disability Insurance Scheme \(Provider Registration and Practice Standards\) Rules 2018](#) as part of their conditions of registration.

The NDIS Practice Standards state the high-level, participant-focused outcomes that registered NDIS providers are required to achieve and relate to the delivery of safe, quality supports and services, and the management of risks associated with the supports provided to NDIS participants.

Registered providers must also demonstrate compliance with the [National Disability Insurance Scheme \(Quality Indicators\) Guidelines 2018](#). The Quality Indicators list the required NDIS Practice Standard outcomes and provides guidance to assist registered NDIS providers to understand and meet their NDIS Practice Standards obligations by describing the quality indicators that they should demonstrate when delivering supports and services to NDIS participants.

The NDIS Practice Standards that are most relevant to this guidance are the high intensity daily personal activities (Module 1).

### Quality Audits

In order to become a registered NDIS provider and to maintain registration with the NDIS Commission, providers must meet [registered provider requirements](#). One of the requirements is the condition to undergo an audit against the components of the NDIS Practice Standards that are relevant to the services and supports delivered.

Where a provider is delivering HIDPA supports, an independent Approved Quality Auditor (AQA) can use the skills descriptors, among other things, to assess whether a provider has demonstrated conformity to the NDIS Practice Standards and Quality Indicators.

## Related resources and guidance

### NDIS Workforce Capability Framework

The [NDIS Workforce Capability Framework](#) (the Framework), is a practice guidance tool that translates the NDIS Practice Standards and Code of Conduct into observable behaviours that NDIS providers and workers should demonstrate when delivering NDIS supports and services.

The Framework describes core capabilities, applying to all NDIS providers and workers and additional capabilities that can be selected to meet the specific identity, preferences and needs of participants receiving support. This includes the capabilities required for workers who support implementation of medication plans, mealtime plans and epilepsy support plans. Together, the skills descriptors and the Framework offer practice guidance on the capabilities required by NDIS providers and workers to deliver high quality supports to participants.

### NDIS practice alerts

The NDIS Commission has published Practice Alerts following [a review of causes and contributors to deaths of people with disability in 2019](#). Practice alerts of particular relevance to include:

- [Dysphagia, safe swallowing and mealtime management](#)
- [Medicines associated with swallowing problems](#)
- [Oral health](#)
- [Transitions of care between disability services and hospitals](#)
- [Comprehensive Health](#)
- [Prevention of respiratory infections.](#)

### Worker training modules

The NDIS Commission has developed a suite of free [e-Learning modules](#) for all NDIS workers. The modules have been developed in consultation with the sector, including people with disability, NDIS providers and workers.

The modules are designed to support NDIS providers and workers in meeting their obligations under the NDIS Code of Conduct. They also support also supports registered NDIS providers in meeting their obligations under the NDIS Practice Standards. The e-Learning modules most relevant to this guidance are:

- [Worker Orientation module 'Quality, Safety and You'](#): This module is an interactive online course that explains the obligations of workers under the NDIS Code of Conduct from the perspective of NDIS participants. It was developed in consultation with the sector, including NDIS providers and people with disability.

- [Supporting Effective Communication](#): This module demonstrates what effective communication looks like and how it upholds the rights of people with disabilities to have choice and control and to make decisions about their own lives.
- [Supporting Safe and Enjoyable Meals](#): This module demonstrates what effective mealtime support looks like while enabling choice and control. It aims to improve NDIS worker awareness and understanding of how to provide safe and enjoyable mealtime assistance to NDIS participants.

## How are the skills descriptors set out?

There are eight skills descriptors that formally link to the HIDPAs. There is also guidance for additional support activities that may form a co-requisite with the skills descriptors. Each skills descriptor includes a range of contextual information on:

- Relationship to high intensity daily personal activities (Module 1) NDIS Practice Standards.
- Relationship to other skills descriptors: points to any other skills descriptor(s) that are commonly associated with the skills descriptor, depending on the health needs of the participant.
- Context: The arrangements NDIS providers need to have in place to ensure workers delivering high intensity supports meet the needs of each participant. This includes, but is not limited to, ensuring that workers are aware of and understand the relevant support plan, appropriate policies and procedures are in place and workers have access to timely supervision, support and resources.
- Scope: When the support outlined in the skills descriptor may apply and the strategies, support and/or equipment covered.
- Training: Guidance on appropriate training, including recommendations on periodic assessment and refresher training.

Following this contextual information, each skills descriptor lists the behaviours that demonstrate the skills and the knowledge providers should ensure workers have when delivering high intensity supports.

The skills descriptors assume that the worker communicates directly with the participant; where the participant is a child or has nominated others to communicate their preferences, reference to 'the participant' should be understood to include these members of the participant's support network.

## High intensity support skills descriptors

### Complex Bowel Care

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor supports the delivery of the complex bowel care practice standard.

**Context:** A support plan for complex bowel care has been developed and is overseen by a relevant health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Participants are supported to seek regular and timely reviews of their health status and support plan by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as: normal stool appearance for the participant, specific bowel support requirements, what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to timely supervision, support, equipment, and consumables required to provide complex bowel care.

**Scope:** This skills descriptor applies when supporting a participant who is at risk of severe constipation or faecal incontinence and requires a support plan to manage this risk. This may apply to, for example: participants with conditions causing muscle or nerve damage such as spinal injury; Cerebral palsy with a Gross Motor Function Classification System level 3,4,5; some types of Acquired Brain Injury; some neurological conditions; stroke; autism, and where the support plan involves non-routine treatment such as use of non-routine pro re nata (PRN).

**Training:** In addition to general training in the knowledge expected to deliver complex bowel care, workers will be trained in the specific needs of each participant they support including the appropriate use of equipment. Training should be delivered by an appropriately qualified health practitioner or a person who meets the expectations of this skills descriptor.

## NDIS Practice Standards: skills descriptors

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide complex bowel care supports are reviewed annually to confirm the worker has the current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a participant's support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

### Providers will ensure workers delivering complex bowel care supports have the following skills and knowledge

| Skills  | Knowledge  |
|---|--|
| Prepare to deliver support  | Prepare to deliver support   |
| <ul style="list-style-type: none"><li>• Understand the support plan, confirms it is the correct and current plan for the participant, and checks the participant's specific support requirements for example: timing, frequency and type of support.</li><li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li><li>• Checks with the participant on their preferences for communication, including the use of aids, devices and/or methods.</li><li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant's preferred language.</li><li>• Prepares for hygiene and infection control.</li></ul> | <ul style="list-style-type: none"><li>• NDIS Code of Conduct and Practice Standards.</li><li>• The role of good bowel care in supporting participants to lead the life they choose.</li><li>• Understanding common and participant-specific communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li><li>• Principles of infection control and personal hygiene, for example hand washing, disinfecting, use of appropriate Personal Protective Equipment (PPE) such as gloves.</li><li>• Scope of worker responsibilities including supervision and delegation arrangements.</li></ul> |



**NDIS Practice Standards: skills descriptors**

| Skills  | Knowledge  |
|---|--|
| <ul style="list-style-type: none"> <li>• Checks that required equipment and consumables are available and ready for use.</li> <li>• Recognises the intensely personal nature of this type of support and makes sure the participant is ready to receive support.</li> </ul>   | <ul style="list-style-type: none"> <li>• Roles and responsibilities of others involved in providing complex bowel care, including carers, health practitioners and other workers.</li> <li>• Features of a safe environment for working and delivering complex bowel care support.</li> <li>• Common bowel care and stoma equipment and consumables.</li> </ul>  |
| Implement the support plan  | Implement the support plan   |
| <ul style="list-style-type: none"> <li>• Checks with the participant for any specific factors or adjustments needed at the time support is provided.</li> <li>• Follows hygiene and infection control procedures including hand washing, disinfecting the environment and wearing gloves.</li> <li>• Delivers support in ways that are least intrusive or restrictive and that fit into the participant’s daily routines and preferences.</li> <li>• Supports the participant to position themselves for bowel care.</li> <li>• Uses reference guides such as the Bristol Stool Form Scale to observe and record bowel motions, and identify any changes that require action.</li> <li>• Checks the participant is clean and comfortable and has no perianal skin irritation.</li> <li>• Delivers support that meets timing, frequency and type of support required.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic anatomy of the digestive system.</li> <li>• Relationship between nutrition, hydration, dietary fibre, probiotics, and bowel motions and stoma management.</li> <li>• Common causes of bowel care problems such as constipation and faecal incontinence.</li> <li>• Purpose and methods of hygiene and infection control.</li> <li>• Principles for infection control and hygiene. For example, hand washing, gloves available, minimising the risk of infection in the environment.</li> <li>• Symptoms of bowel-related conditions associated with particular types of disability.</li> <li>• Common types of bowel care support such as use of laxatives, enemas, suppositories and abdominal massage.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| Skills   | Knowledge  |
|--|--|
| <ul style="list-style-type: none"> <li>• Identifies and immediately informs an appropriate health practitioner in response to signs of poor bowel function or related problems.</li> <li>• Works collaboratively with others to ensure continuity and effective delivery of support.</li> <li>• <i>For workers who support participants with a stoma:</i></li> <li>• Supports the participant to clean and maintain healthy condition of the stoma site.</li> <li>• Replaces and disposes of ileostomy and colostomy bags as required.</li> <li>• Monitors and records information required by the support plan such as outputs, hydration, and appearance of the stoma.</li> <li>• Identifies and responds to problems such as blockages and immediately informs an appropriate health practitioner in response to indicators of deteriorating health condition of the participant.</li> <li>• Actively involves the participant in their support, as outlined in their support plan, and to the extent they choose.</li> </ul> | <ul style="list-style-type: none"> <li>• Requirements for handling, storing and administering bowel care-related medication.</li> <li>• Signs and symptoms of common problems, and action required for example, reflux, vomiting, stomach pain, changes in bowel habits.</li> <li>• Signs and symptoms, and action required in case of autonomic dysreflexia.</li> <li>• When and how to involve or get advice from the appropriate health practitioner.</li> <li>• Purpose of ileostomy and colostomy stomas and related equipment, and consumables such as stoma bags, skin sealants, barriers or powders.</li> <li>• Common methods to clean and protect skin around the stoma.</li> <li>• Characteristics of a healthy stoma and how these can change over time.</li> <li>• Indicators and action required to respond to common health problems at the stoma site, such as wetness or signs of infection or inflammation.</li> <li>• Reporting responsibilities, including handover, recording observations and incident reporting.</li> </ul> |
| Review support   | Review Support   |
| <ul style="list-style-type: none"> <li>• Checks with the participant to discuss any changes needed to the bowel care support they are receiving.</li> </ul>  | <ul style="list-style-type: none"> <li>• Procedures and responsibilities for requesting review of bowel care support.</li> </ul>   |

**NDIS Practice Standards: skills descriptors**

| Skills   | Knowledge |
|--|-----------|
| <ul style="list-style-type: none"><li>• Identifies, documents and reports information where a support plan is not meeting a participant's needs.</li><li>• Supports the participant to provide feedback and request changes to their support plan as required.</li></ul> |           |

## Enteral Feeding Support

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptors supports delivery of the enteral (nasogastric tube-jejunum or duodenum) feeding and management practice standard. Where a participant requires enteral feeding and also has dysphagia, NDIS providers should also ensure their workers are trained to deliver support consistent with the [dysphagia support skills descriptor](#).

**Context:** A support plan for enteral feeding and management has been developed and is overseen by a relevant health practitioner (may involve more than one health practitioner e.g. dietician, speech therapist, occupational therapist), and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Participants are supported to seek regular and timely review of their health status by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as: enteral tube feeding supports, the type of feeds, the feeding delivery mechanism, specific mealtime assistance techniques, stoma care, what risks to look for and actions required to respond to risks, incidents, and emergencies. Workers also need access to appropriate policies and procedures, timely supervision, support, equipment, and consumables required to provide enteral feeding and management.

**Scope:** This skills descriptor applies when supporting a participant who depends on enteral feeding tubes (also called Home Enteral Nutrition (HEN) and includes Nasogastric tube feeding (NGT), Gastrostomy feeding, including percutaneous endoscopic gastrostomy (PEG) or jejunostomy. This skills descriptor also provides guidance on additional skills and knowledge for workers who support the participant to take medication through a feeding tube. In this case, they should also refer to a medication plan that outlines the medication requirements and procedures for delivery.

**Training:** In addition to general training in a range of different types and methods of enteral feeding, workers will be trained in the specific needs of each participant they support, including their enteral feeding regime and the appropriate use of equipment. Training should be delivered by an appropriately qualified health practitioner or a person who meets the expectations of this skills descriptor.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide enteral feeding supports are reviewed annually to confirm the worker has current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a

## NDIS Practice Standards: skills descriptors

participant's support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

### Providers will ensure workers delivering enteral feeding and management supports have the following skills and knowledge

| Skills  | Knowledge  |
|---|--|
| Prepare to deliver support  | Prepare to deliver support   |
| <ul style="list-style-type: none"><li>• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant's specific support requirements for example, what the participant can manage independently and where support is required from a worker.</li><li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li><li>• Checks with the participant on their preferences for communication, including the use of aids, devices and/or methods.</li><li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant's preferred language.</li><li>• Checks the participant has access to the support plan and other information about enteral feeding support.</li><li>• Checks that required equipment and consumables are available and ready for use and required feed is available and meets specifications.</li></ul> | <ul style="list-style-type: none"><li>• NDIS Code of Conduct and Practice Standards.</li><li>• The role of good enteral feeding in supporting participants to lead the life they choose.</li><li>• Understanding common and participant-specific communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li><li>• Principles for infection control and personal hygiene, for example, hand washing, disinfecting the environment, use of gloves.</li><li>• Scope of worker responsibilities, including supervision and delegation arrangements.</li><li>• Roles and responsibilities of others involved in providing enteral feeding support including carers, health practitioners and other workers.</li><li>• Features of a safe environment for working and supporting a participant with their enteral feeding.</li><li>• Types and safe handling of formulas, including storage and preparation requirements.</li></ul> |

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| Skills  | Knowledge   |
|---|---|
| <ul style="list-style-type: none"> <li>• Prepares for hygiene and infection control, for example, hand washing, gloves available, minimising the risk of infection in the environment.</li> <li>• Supports the participant to explore ways to enjoy mealtime and feeding, for example, timing, frequency, choice of environment and social company.</li> </ul>  | <ul style="list-style-type: none"> <li>• Types of feeding, the main equipment components and their function, for example, types of tubes, pump, feeding mechanism including gravity drip feed or syringe feed.</li> <li>• Types and purpose of enteral feeding stomas (gastrostomy, jejunostomy) and related equipment and consumables such as feeding tubes, and skin sealants.</li> </ul> <p><i>For workers who support participants to administer medication through an enteral tube:</i></p> <ul style="list-style-type: none"> <li>• Methods and equipment and consumables used to administer medication through an enteral tube.</li> </ul>                                   |
| Implement the support plan  | Implement the support plan  |
| <ul style="list-style-type: none"> <li>• Checks with the participant for any specific factors or adjustments needed and to confirm they are ready for their meal.</li> <li>• Follows hygiene and infection control procedures and safe food handling, for example, hand washing, use of gloves and disinfecting the environment.</li> <li>• Delivers support in ways that are least intrusive or restrictive and fit into the participant’s daily routines and preferences.</li> <li>• Supports the participant to position themselves for feeding and checks they are ready for their meal.</li> </ul> | <ul style="list-style-type: none"> <li>• Strategies to improve mealtime experience of participants reliant on tube feeding.</li> <li>• Basic anatomy of the digestive system.</li> <li>• Purpose and methods for correct participant positioning.</li> <li>• The impact of associated health conditions and complications that interact with enteral feeding, for example, reflux, constipation, breathing difficulties and dysphagia, diarrhoea, vomiting and bloating.</li> <li>• Identifies common alarms and action required to deactivate alarms, and address issues such as a pump alarm associated with a kinked or blocked feed in the tube and dislodged tubes.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| Skills  | Knowledge   |
|---|---|
| <ul style="list-style-type: none"> <li>• Sets up the water flush, assembles the feed, positions the tube and introduces food.</li> <li>• Observes and regulates feeding including the rate, flow and volume of formula.</li> <li>• Observes and takes action in response to feeding equipment alarms or malfunctions.</li> <li>• Identifies and immediately informs an appropriate health practitioner when required such as in response to broken or displaced feeding tube, indicators of health-related complications or other high risk indicators.</li> <li>• Supports the participant to maintain oral health.</li> <li>• Monitors and records information required by the support plan.</li> <li>• Supports the participant to clean and maintain healthy condition of the stoma.</li> <li>• Works collaboratively with others to ensure continuity and effective delivery of support.</li> </ul> <p><i>For workers who support participants with a gastrostomy:</i></p> <ul style="list-style-type: none"> <li>• Supports the participant to clean and maintain the integrity of the stoma site.</li> </ul> | <ul style="list-style-type: none"> <li>• High risk indicators include coughing, vomiting and changes in bowel habits.</li> <li>• Health-related indicators such as unexpected weight gain or loss, dehydration, allergic reaction a wet cough, diarrhoea and constipation.</li> <li>• When and how to involve or get advice from the health practitioner.</li> <li>• Risks of poor oral health and how these can affect people who rely on enteral feeding.</li> <li>• What to look for to confirm tube integrity and cleaning.</li> </ul> <p><i>For workers who support participants with a gastrostomy:</i></p> <ul style="list-style-type: none"> <li>• Basic procedures to maintain stoma, according to stoma type, such as cleaning and protecting skin around the stoma, checking, and refilling the balloon.</li> <li>• Signs of a healthy stoma and how these can change over time.</li> <li>• Indicators and action required to respond to common health problems at the stoma site, such as changes in appearance of the skin, wetness or signs of infection or inflammation.</li> <li>• Reporting responsibilities, including handover, recording observations and incident reporting.</li> </ul> <p><i>For workers who support participants to administer medication through an enteral tube:</i></p> |

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| <b>Skills</b>   | <b>Knowledge</b>   |
|---|--|
| <ul style="list-style-type: none"><li>• Observes and takes immediate action in response to a dislodged PEG tubes where the balloon device tube is in position and stable (after the initial tube has been replaced by balloon device).</li></ul> <p><i>For workers who support participants to administer medication through an enteral tube:</i></p> <ul style="list-style-type: none"><li>• Understands the support plan and checks the participants specific support requirements to administer the medication, for example, type of medication, dosage, delivery procedure and timing.</li><li>• Follows the support plan to prepare the medication.</li><li>• Follows the support plan to administer and flush the feeding tube with water.</li><li>• Follows the support plan to prepare and administer the medication into the feeding tube.</li><li>• Follows the support plan to administer and flush the feeding tube with water.</li><li>• Identifies and immediately informs an appropriate health practitioner of risk indicators such as adverse reactions and/or an overdose.</li><li>• Safely handle and dispose of sharps and other consumables.</li><li>• Monitors and records information required by the support plan.</li><li>• Actively involves the participant in their support, as outlined in their support plan and to the extent they choose.</li></ul> | <ul style="list-style-type: none"><li>• Basic understanding of the purpose of the medication and related storage requirements.</li><li>• Factors that affect medication delivery through a feeding tube.</li><li>• Common signs and symptoms of medication adverse reactions including reaction to medication and dosage errors.</li></ul> |



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| Skills  | Knowledge   |
|---|---|
| Review support  | Review Support  |
| <ul style="list-style-type: none"><li>• Checks with the participant to discuss any changes needed to the enteral feeding support they are receiving.</li><li>• Identifies, documents and reports information where a support plan is not meeting a participant's needs.</li><li>• Supports the participant to provide feedback and request changes to their support plan as required.</li></ul> | <ul style="list-style-type: none"><li>• Procedures and responsibilities for requesting a review of enteral feeding support.</li></ul> |

## Dysphagia Support

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor supports the delivery of the severe dysphagia management practice standard. Where a participant requiring dysphagia support also relies on enteral feeding, NDIS providers should ensure their workers are also trained to meet the expectations of the [enteral feeding skills descriptor](#).

**Context:** A support plan for severe dysphagia management has been developed and is overseen by a relevant health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant (such as for food, fluids, preparation techniques and feeding equipment). Participants are supported to seek regular and timely reviews of their health status by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as: required characteristics of textured food and drink; specific mealtime assistance techniques; what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to appropriate policies and procedures, timely supervision, support, equipment, and consumables required to provide severe dysphagia management supports.

**Scope:** This skills descriptor applies when supporting a participant assessed as having swallowing, biting or chewing difficulties that can present a risk for health outcomes including choking, aspiration, malnutrition and/or dehydration.

**Training:** In addition to general training in a range of different types of dysphagia and related support requirements, workers will be trained in the specific needs of each participant they support including the appropriate use of equipment. Training should be delivered by an appropriately qualified health practitioner with expertise in severe dysphagia management.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide dysphagia supports are reviewed annually to confirm the worker has current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a participant's

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support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

### Providers will ensure workers delivering dysphagia supports have the following skills and knowledge

| Skills  | Knowledge  |
|---|--|
| Prepare to deliver support  | Prepare to deliver support   |
| <ul style="list-style-type: none"> <li>• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements for example, food or fluid needs, preparation techniques, safe feeding strategies and feeding equipment.</li> <li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li> <li>• Checks with the participant on their preferences for communication, including the use of devices and/or methods.</li> <li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language.</li> <li>• Supports the participant to explore ways to enjoy mealtime and feeding, for example, timing, frequency, choice of environment and social company.</li> <li>• Prepares for hygiene and infection control.</li> <li>• Checks that required equipment and consumables are available and ready for use.</li> </ul> | <ul style="list-style-type: none"> <li>• NDIS Code of Conduct and Practice Standards.</li> <li>• The role of high intensity supports in supporting participants to lead the life they choose.</li> <li>• Understanding common communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li> <li>• Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as gloves.</li> <li>• The role of food and meals in supporting good health, culture and social connection.</li> <li>• Scope of worker responsibilities, including supervision and delegation arrangements.</li> <li>• Roles and responsibilities of others involved in supporting the participant at mealtimes including carers, health practitioners and other workers.</li> <li>• Features of a safe environment for working and supporting a participant with dysphagia.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| Skills  | Knowledge   |
|---|---|
| Implement the support plan  | Implement the support plan  |
| <ul style="list-style-type: none"> <li>• Checks with the participant for any specific factors or adjustments needed at the time support is provided.</li> <li>• Follows hygiene and infection control procedures and safe food handling.</li> <li>• Supports the participant with menu and meal planning.</li> <li>• Delivers support in ways that are least intrusive or restrictive and that fit into the participant’s daily routines and preferences.</li> <li>• Supports the participant to position themselves for feeding and checks they are ready for their meal.</li> <li>• Prepares and provides food and fluids of the required texture and tests the prepared food texture.</li> <li>• Supports the participant to enjoy their meal safely, using techniques such as use of feeding equipment and assistive technologies or other strategies for safe eating documented in the support plan, and providing reminders about safe rate of eating, or a safe amount of food in each mouthful if required.</li> <li>• Identifies and immediately informs an appropriate health practitioner of risk indicators such as swallowing or breathing difficulties.</li> <li>• Supports the participant with oral hygiene consistent with the support plan.</li> <li>• Monitors and records information required by the support plan.</li> <li>• Works collaboratively with others to ensure continuity and effective delivery of support.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic anatomy of swallowing and respiratory system.</li> <li>• Relationship between swallowing, the digestive system, nutrition, and dysphagia support.</li> <li>• Basic understanding of dysphagia and related factors that can make eating difficult such as mouth and dental problems, reflux, breathing difficulties, poor appetite, food intolerance, tiredness, poor health, and some types of PRN medication.</li> <li>• Signs and symptoms of dysphagia including coughing whilst eating or drinking, regurgitation of food or drink.</li> <li>• Principles for infection control and hygiene, for example, hand washing, disinfecting the environment, use of gloves.</li> <li>• Purpose and methods for positioning to assist swallowing.</li> <li>• Common aids and adaptive equipment used by people who have severe dysphagia, such as eating and drinking utensils.</li> <li>• Up-to-date first aid knowledge and techniques for suspected choking including how to promptly identify choking and clear airways of food.</li> <li>• Knowledge of food and fluid preparation requirements set out in the <a href="#">International Dysphagia Diet Standardisation Initiative (IDDSI)</a>.</li> <li>• Basic understanding of risks associated with taking medication and the importance of ensuring medication is delivered at an appropriate consistency.</li> <li>• Risks of poor oral health and how these can affect people with dysphagia, such as risk of aspiration and pneumonia.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| <b>Skills</b>  | <b>Knowledge</b>  |
|--|---|
| <ul style="list-style-type: none"><li>• Actively involves the participant in their support, as outlined in their support plan and to the extent they choose.</li></ul>   | <ul style="list-style-type: none"><li>• Understanding of the Australian Dietary Guidelines for Healthy Eating and applying these to menu planning.</li><li>• When and how to involve or get advice from the appropriate health practitioner.</li><li>• Reporting responsibilities, including handover, recording observations and incident reporting.</li></ul> |
| <b>Review support</b>  | <b>Review support</b>   |
| <ul style="list-style-type: none"><li>• Checks with the participant to discuss any changes needed to the dysphagia support they are receiving.</li><li>• Checks in with the participant if they enjoyed their meal.</li><li>• Identifies, documents and reports information where a support plan is not meeting a participant's needs.</li><li>• Supports the participant to provide feedback and request changes to their support plan as required.</li></ul> | <ul style="list-style-type: none"><li>• Procedures and responsibilities for requesting review of dysphagia support.</li></ul>   |

## Ventilator Support

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor supports delivery of ventilator management practice standard. Where a participant requiring ventilation support also has a tracheostomy, NDIS providers should ensure their workers are also trained to meet the expectations of the [tracheostomy support skills descriptor](#).

**Context:** A support plan for ventilator management has been developed and is overseen by a relevant health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Participants are supported to seek regular and timely reviews of their health status by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as: initiation and set up and operation of ventilation support and related equipment; what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to appropriate policies and procedures, timely supervision, support, equipment which may include back up ventilator equipment, and consumables required to provide ventilation support.

**Scope:** This skills descriptor applies when supporting a participant who uses a ventilator. Participants may require support to use ventilation and accessory equipment such as; Bilevel Positive Airway Pressure (BiPAP), and Continuous Positive Airway Pressure (CPAP) machines, humidifiers, airway clearance devices, suctioning, manual ventilation devices, and oxygen.

**Training:** In addition to general training in a range of different types of ventilators and ventilation methods, support workers will be trained in the specific needs of each participant they support including the appropriate use of equipment. Training should be delivered by an appropriately qualified health practitioner or a person who meets the expectations of this skills descriptor.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide ventilator supports are reviewed annually to confirm the worker has current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a participant's support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

Providers will ensure workers delivering ventilation supports have the following skills and knowledge

| Skills  | Knowledge   |
|---|---|
| <p>Prepare to deliver support</p> <ul style="list-style-type: none"> <li>• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements for example, their level of dependency.</li> <li>• Reads the advanced care directive where the participant has one in place.</li> <li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li> <li>• Checks with the participant on their preferences for communication, including the use of aids, devices and/or methods.</li> <li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language</li> <li>• Prepares for hygiene and infection control.</li> <li>• Checks the required equipment and consumables are available and ready for use.</li> <li>• Records and clearly documents equipment checks on respiratory equipment in a log book, including checking of back-up ventilators, oxygen levels in spare tanks, suction equipment, etc.</li> </ul> | <p>Prepare to deliver support</p> <ul style="list-style-type: none"> <li>• NDIS Code of Conduct and Practice Standards.</li> <li>• The role of high intensity supports in supporting participants to lead the life they choose.</li> <li>• Understanding common communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li> <li>• Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as gloves.</li> <li>• Scope of support worker responsibilities, including supervision and delegation arrangements and activities requiring more than one worker.</li> <li>• Roles and responsibilities of others involved in supporting the ventilation needs of the participant this may include, carers, health practitioners, equipment suppliers and other support workers.</li> <li>• Understand the participant’s wishes for emergency supports where they have been documented in an advanced care directive.</li> <li>• Features of a safe environment for working and delivering ventilation support.</li> <li>• Types of ventilators, the main components including batteries, and their function.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| Skills  | Knowledge   |
|---|---|
|   | <ul style="list-style-type: none"> <li>Types of breathing masks and related equipment and/or components for non-invasive ventilation.</li> </ul>  |
| Implement the support plan  | Implement the support plan  |
| <ul style="list-style-type: none"> <li>Checks with the participant for any specific factors or adjustments needed at the time support is provided.</li> <li>Follows hygiene and infection control procedures.</li> <li>Delivers support in ways that are least intrusive or restrictive and fit into the participant’s daily routines and preferences.</li> <li>Supports the participant to position themselves for ventilation.</li> <li>Supports the participant to place and fit the correct mask as documented in the support plan.</li> <li>Follows procedures to start, operate and monitor the ventilator</li> <li>Responds to ventilator alarms to address issues.</li> <li>Identifies and immediately informs an appropriate health practitioner of risk indicators such as fatigue, anxiety or breathing difficulties.</li> <li>Identifies and takes immediate action in response to blocked or occluded airways, signs of choking or difficulty swallowing including suctioning and involving the appropriate health practitioner.</li> <li>Commences and maintains manual ventilation as required.</li> <li>Reports any concerns to the appropriate health practitioner.</li> <li>Monitors supply and condition of consumables, non-consumables for routine ventilator use and emergency related consumables, non-consumables and equipment.</li> </ul> | <ul style="list-style-type: none"> <li>Basic anatomy of the respiratory system.</li> <li>Musculoskeletal problems associated with respiration and common conditions that can result in respiratory failure, including condition/s specific for the participant.</li> <li>Principles for infection control and hygiene. For example, hand washing, use of gloves and disinfecting the environment. Including those relevant for the ventilator equipment such as the mask.</li> <li>Signs and symptoms of respiratory distress for example, drowsiness, reduced alertness, breathing rate, nose flaring, colour changes, wheezing, bracing upper body and large chest movements when breathing.</li> <li>Indicators of deteriorating skin condition and techniques to ensure breathing masks are fitted and positioned correctly to minimise discomfort and reduce the risk of pressure sores.</li> <li>Signs of a healthy stoma and how these can change over time.</li> <li>Indicators and action required to respond to common health problems at the stoma site, such as wetness or signs of infection or inflammation.</li> <li>Common indicators to initiate emergency procedures including the use of back up and manual ventilators. For example, loss of electricity or battery failure in the ventilator machine.</li> </ul> |



**NDIS Practice Standards: skills descriptors**

| Skills  | Knowledge   |
|---|---|
| <ul style="list-style-type: none"><li>• Follows troubleshooting procedures to conduct maintenance, including replacement of tubes, internal and external batteries.</li><li>• Follows emergency procedures to immediately start, operate and monitor the use of a back-up ventilator, resuscitation bags, oxygen requirements and suctioning equipment.</li><li>• Follows emergency procedures to apply basic first aid or initiating cardiopulmonary resuscitation and basic life support if required.</li><li>• Involves or gets advice from the appropriate health practitioner.</li><li>• Tracks and records information required by the support plan.</li><li>• Works collaboratively with others including the appropriate health practitioner to ensure continuity and effective delivery of support. This may include written documentation provided to a health practitioner.</li><li>• Actively involves the participant in their support, as outlined in their plan and to the extent they choose.</li></ul> <p><i>For workers who support participants with non-invasive ventilation:</i></p> <ul style="list-style-type: none"><li>• Assists the participant to fit and adjust their breathing mask for non-invasive ventilation.</li></ul> <p><i>For workers who support participants with invasive ventilation through a tracheostomy:</i></p> <ul style="list-style-type: none"><li>• Actively manages invasive ventilation, including monitoring circuits and the need for cuff inflation or deflation.</li><li>• Supports the participant to clean and maintain healthy condition of the stoma.</li></ul> | <ul style="list-style-type: none"><li>• Causes of common alarms and action required to resolve them. For example, a high airway pressure alarm.</li><li>• When and how to involve or get advice from the appropriate health practitioner.</li><li>• Reporting responsibilities, including handover, recording observations and incident reporting. Handover may include observations on participant positioning, length of time on the ventilator, the participant's preferred communication methods.</li></ul> |

**NDIS Practice Standards: skills descriptors**

| Skills  | Knowledge   |
|---|---|
| Review support  | Review support  |
| <ul style="list-style-type: none"><li>• Checks with the participant to discuss any changes needed to the ventilation support they are receiving.</li><li>• Identifies, documents and reports information where a support plan is not meeting a participant’s needs.</li><li>• Supports the participant to provide feedback and request changes to their support plan as required.</li></ul> | <ul style="list-style-type: none"><li>• Procedures and responsibilities for requesting review of ventilation support.</li></ul> |

## Tracheostomy Support

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor supports the delivery of the tracheostomy management practice standard. Where a participant requiring tracheostomy support also requires ventilation, NDIS providers should ensure their workers understand the expectations of the [ventilator support skills descriptor](#).

**Context:** A support plan for tracheostomy management has been developed and is overseen by a relevant health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Participants are supported to seek regular and timely reviews of their health status by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as; specific tracheostomy support procedures relevant to the participant's tracheostomy circuit; stoma care; what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to timely supervision, support, equipment, consumables and availability of additional workers to replace tracheostomy dressing/ties.

**Scope:** This skills descriptor applies when supporting a participant who requires support to use both fenestrated or non-fenestrated tracheostomy and related equipment and appliances, such as stoma appliances, heat moisture exchange machines, humidifiers, nebuliser devices, suctioning bags, and dressings.

**Training:** In addition to general training in the delivery of tracheostomy management supports, workers will be trained in the specific needs of each participant they support including the appropriate use of equipment. Training should be delivered by an appropriately qualified health practitioner or a person who meets the expectations of this skills descriptor.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide tracheostomy supports are reviewed annually to confirm the worker has current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a participant's support needs have changed and/or they have an updated support plan in place, it is recommended the support worker be reassessed before

## NDIS Practice Standards: skills descriptors

supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

### Providers will ensure workers delivering tracheostomy supports have the following skills and knowledge

| Skills  | Knowledge  |
|---|--|
| Prepare to deliver support  | Prepare to deliver support   |
| <ul style="list-style-type: none"> <li>• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements for example, the participants’ tracheostomy and stoma care equipment.</li> <li>• Reads the advanced care directive where a participant has one in place</li> <li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li> <li>• Checks with the participant on their preferences for communication, including the use of aids, devices and/or methods.</li> <li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language.</li> <li>• Prepares for hygiene and infection control.</li> <li>• Checks the required equipment and components are available and ready for use.</li> </ul> | <ul style="list-style-type: none"> <li>• NDIS Code of Conduct and Practice Standards.</li> <li>• The role of high intensity supports in supporting participants to lead the life they choose.</li> <li>• Understanding common and participant-specific communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li> <li>• Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as gloves.</li> <li>• Scope of worker responsibilities, including supervision and delegation arrangements and activities requiring more than one worker.</li> <li>• Understands the participants’ wishes for emergency supports where they have been documented in an advanced care directive.</li> <li>• Roles and responsibilities of others involved in supporting the tracheostomy needs of the participant including carers, health practitioners and other workers.</li> <li>• Features of a safe environment for working and delivering tracheostomy support.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| Skills   | Knowledge  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Common health conditions that require tracheostomy support, including condition/s relevant for the participant such as, spinal injury, paralysis, chronic pulmonary disease, neuromuscular diseases, neck or mouth difficulties and structural differences.</li> <li>• Common types of tracheostomy and stoma care equipment and participant specific equipment documented in the support plan, components, and functions including speaking valves, tracheostomy cuffs, heat moisture exchange machines, humidifiers, nebuliser devices, suctioning equipment, and speaking valves.</li> </ul>   |
| Implement the support plan   | Implement the support plan   |
| <ul style="list-style-type: none"> <li>• Checks with the participant for any specific factors or adjustments needed at the time support is provided.</li> <li>• Follows hygiene and infection control procedures. For example, use of gloves and disinfecting the environment.</li> <li>• Delivers support in ways that are least intrusive or restrictive and fit into the participant’s daily routines and preferences.</li> <li>• Cleans and maintains the integrity of the stoma site and monitors skin condition.</li> <li>• Monitors the participant to identify when suctioning is required to maintain clear airways.</li> <li>• Identifies and immediately informs an appropriate health practitioner in response to risk indicators such as abnormal secretions and breathing problems.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic anatomy of the respiratory system.</li> <li>• Indicators of common problems including infection both at tracheostomy stoma site and in the respiratory system.</li> <li>• Common indicators of equipment malfunction, associated risks and action required.</li> <li>• Warning signs of a blocked tracheostomy tube such as, blood or phlegm in the tube, breathing difficulties or an inability to pass a catheter through the tracheostomy tube.</li> <li>• Techniques to respond to tube blockages such as suctioning, humidification management and awareness of when to escalate to emergency services or an appropriate health professional.</li> <li>• First aid techniques to check and clear airways, administer CPR and place a person in a recovery position.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| Skills  | Knowledge   |
|---|---|
| <ul style="list-style-type: none"> <li>• Applies basic first aid and initiates cardiopulmonary resuscitation (CPR) and basic life support if required.</li> <li>• Supports the participant to reports any concerns to the responsible health practitioner.</li> <li>• Cleans and maintains suctioning equipment.</li> <li>• Supports the appropriately qualified health practitioner if required, and as outlined in the participant’s support plan, with routine tube tie changes and dressing changes (Tracheostomy ties/straps changes are done by a qualified health practitioner and need a second person to assist).</li> <li>• Monitors and records information required by the support plan</li> <li>• Works collaboratively with others to ensure continuity and effective delivery of support.</li> <li>• Actively involves the participant in their support, as outlined in their support plan and to the extent they choose.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic knowledge of stoma care and awareness of common risks, problems and signs of infection or deteriorating health such as, sore skin, leakage, ballooning, pancaking, bleeding, hernia, and prolapse.</li> <li>• When and how to involve or get advice from the appropriate health practitioner.</li> <li>• Reporting responsibilities including handover, recording observations, and incident reporting.</li> </ul> |
| Review support  | Review support  |
| <ul style="list-style-type: none"> <li>• Checks with the participant to discuss any changes needed to the tracheostomy support they are receiving.</li> <li>• Identifies, documents and reports information where a support plan is not meeting a participant’s needs.</li> <li>• Supports the participant to provide feedback and request changes to their support plan as required.</li> </ul>  | <ul style="list-style-type: none"> <li>• Procedures and responsibilities for requesting review of tracheostomy support.</li> </ul>  |

## Urinary Catheter Support (In-dwelling Urinary Catheter, In-out Catheter, Suprapubic Catheter)

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor supports delivery of the urinary catheter management (In-dwelling Urinary Catheter, In-out Catheter, and Suprapubic Catheter) practice standard.

**Context:** A support plan for urinary catheter management has been developed and is overseen by a relevant health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Participants are supported to seek regular and timely reviews of their health status by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as; the type of urinary catheter required; specific techniques to support the use of a urinary catheter; what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to appropriate policies and procedures, timely supervision, support, equipment, and consumables required to provide urinary catheter management.

**Scope:** This skills descriptor applies when providing high intensity support to a participant with a catheter. This may include insertion and removal of an intermittent catheter with oversight by a health practitioner. Insertion of in-dwelling and suprapubic catheters should be done by a health practitioner.

**Training:** In addition to general training in a range of different types of urinary catheters and related support requirements, workers will be trained in the specific needs of each participant they support including the appropriate use of equipment. Training should be delivered by an appropriately qualified health practitioner or a person who meets the expectations of this skills descriptor.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide urinary catheter supports are reviewed annually to confirm the worker has current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a participant's support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

Providers will ensure workers delivering urinary catheter supports have the following skills and knowledge

| Skills   | Knowledge  |
|--|--|
| <p>Prepare to deliver support</p> <ul style="list-style-type: none"> <li>• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements for example, type of catheterisation, timing of catheter drainage.</li> <li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li> <li>• Prepares for hygiene and infection control.</li> <li>• Checks with the participant on their preferences for communication, including the use of aids, devices and/or methods.</li> <li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language.</li> <li>• Checks that required equipment and consumables are available and ready for use.</li> <li>• Recognises the intensely personal nature of this type of support and makes sure the participant is ready to receive support.</li> </ul> | <p>Prepare to deliver support</p> <ul style="list-style-type: none"> <li>• NDIS Code of Conduct and Practice Standards.</li> <li>• The role of high intensity supports in supporting participants to lead the life they choose.</li> <li>• Understanding common and participant-specific communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li> <li>• Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as gloves.</li> <li>• Scope of support worker responsibilities including supervision and delegation arrangements.</li> <li>• Roles and responsibilities of others involved in supporting a participant who uses a urinary catheter including carers, health practitioners and other workers.</li> <li>• Features of a safe environment for working and delivering complex urinary catheter support.</li> <li>• Types of catheters, the main components, and their function, for example, catheter bags, balloons and tubing.</li> </ul> |



| Skills   | Knowledge   |
|--|---|
| Implement the support plan   | Implement the support plan  |
| <ul style="list-style-type: none"> <li>• Checks with the participant for any specific factors or adjustments needed at the time support is provided.</li> <li>• Follows hygiene and infection control procedures.</li> <li>• Delivers support in ways that are least intrusive or restrictive and that fit into the participant’s daily routines and preferences.</li> <li>• Supports the participant to position themselves for catheter insertion and/or drainage.</li> <li>• Supports the participant to clean and maintain healthy condition of the stoma site.</li> <li>• Follows procedures for intermittent catheterisation insertion for a male or female participant.</li> <li>• Checks catheter functioning and takes action as required including checking bag placement, checking urine levels and draining and/or replacing catheter bags.</li> <li>• Identifies and immediately informs an appropriate health practitioner in response to signs and symptoms of complications or infection.</li> <li>• Measures and records the amount and consistency of urine output and related information.</li> <li>• Actively involves the participant in their support, as outlined in their support plan and to the extent they choose.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic anatomy of the male and female urinary system.</li> <li>• The risks and health problems associated with using catheters, including urinary tract infections and skin integrity issues.</li> <li>• Purpose and methods of hygiene and infection control.</li> <li>• Catheter insertion techniques appropriate to males and females to minimise infection risk and participant discomfort.</li> <li>• Requirements for catheter functioning including positioning of bag to ensure drainage, tube positioning.</li> <li>• Indicators and action required for common complications or problems such as dislodged catheter tubes, changes in appearance of urine including suspected blood in urine or confusion.</li> <li>• When and how to involve or get advice from the appropriate health practitioner.</li> <li>• Indicators and action required to respond to common health problems at the stoma site, such as wetness or signs of infection or inflammation.</li> <li>• Reporting responsibilities, including handover, recording observations and incident reporting.</li> </ul> |

**NDIS Practice Standards: skills descriptors**

| Skills   | Knowledge  |
|--|--|
| <b>Review support</b>  | <b>Review support</b>  |
| <ul style="list-style-type: none"><li>• Checks with the participant to discuss any changes needed to the catheter support they are receiving.</li><li>• Identifies, documents and reports information where a support plan is not meeting a participant's needs.</li><li>• Supports the participant to provide feedback and request changes to their support plan as required.</li></ul> | <ul style="list-style-type: none"><li>• Procedures and responsibilities for requesting review of urinary catheter support.</li></ul> |

## Subcutaneous Injections

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor supports delivery of the subcutaneous injections practice standard.

**Context:** A support plan for subcutaneous injections has been developed and is overseen by a relevant health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Participants are supported to seek regular and timely review of their health status by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as: medication requirements; dose calculation (where required); injecting procedure; what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to appropriate policies and procedures, timely supervision, support, equipment, and consumables required to provide subcutaneous injections supports.

**Scope:** This skills descriptor applies when supporting a participant who requires subcutaneous injections and may apply when administering a range of medications. The skills descriptor contains additional guidance on skills and knowledge for workers supporting participants to manage their diabetes. Where a worker supports the participant to calculate the dose of diabetes medication, following detailed instructions outlined in the support plan, these arrangements should be overseen by a responsible health practitioner. Prior to injecting, the calculation and dose are double-checked, following arrangements established by a qualified health practitioner.

**Training:** In addition to general training in administering different types of subcutaneous injections, workers will be trained in the specific needs of each participant they support including an understanding of the purpose of medication, the appropriate use of equipment and medication to be injected. Training should be delivered by an appropriately qualified health practitioner or person that meets the expectations of this skills descriptor. Workers must also have a basic understanding of the participant's related health condition.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide subcutaneous injections supports are reviewed annually to confirm the worker has

## NDIS Practice Standards: skills descriptors

current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a participant’s support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

### Providers will ensure workers delivering subcutaneous injections supports have the following skills and knowledge

| Skills   | Knowledge   |
|--|---|
| <p data-bbox="203 608 521 639">Prepare to deliver support</p> <ul style="list-style-type: none"> <li data-bbox="203 687 1070 839">• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements for example, type of medication, injection requirements, and individual preferences.</li> <li data-bbox="203 855 1003 927">• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li> <li data-bbox="203 943 1070 1015">• Checks with the participant on their preferences for communication, including the use of aids, devices and/or method.</li> <li data-bbox="203 1031 981 1182">• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language.</li> <li data-bbox="203 1198 763 1230">• Prepares for hygiene and infection control.</li> <li data-bbox="203 1246 981 1318">• Checks required injecting equipment medication, and related consumables are available and ready for use.</li> </ul> | <p data-bbox="1106 608 1424 639">Prepare to deliver support</p> <ul style="list-style-type: none"> <li data-bbox="1106 687 1704 719">• NDIS Code of Conduct and Practice Standards.</li> <li data-bbox="1106 735 2018 807">• The role of high intensity supports in supporting participants to lead the life they choose.</li> <li data-bbox="1106 823 1928 935">• Understanding common and participant-specific communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li> <li data-bbox="1106 951 1984 1023">• Scope of worker responsibilities including supervision and delegation arrangements.</li> <li data-bbox="1106 1038 2007 1142">• Roles and responsibilities of others involved in supporting a participant who requires a subcutaneous injection including carers, health practitioners and other workers.</li> <li data-bbox="1106 1158 2029 1230">• Features of a safe environment for working and delivering subcutaneous injection support and disposal.</li> <li data-bbox="1106 1246 2007 1350">• Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as gloves.</li> </ul> |

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| Skills   | Knowledge  |
|--|--|
| <p><i>For workers who support a participant to manage their diabetes:</i></p> <ul style="list-style-type: none"> <li>• Understands the plan and checks the participant’s specific support requirements to manage their diabetes, for example, type of medication, method of delivery, procedures and timing.</li> <li>• Checks participants have access to glucose monitoring equipment, and associated components as documented in their support plan.</li> </ul> | <ul style="list-style-type: none"> <li>• Equipment and consumables required when giving subcutaneous injections such as injectable medication order, injectable device, syringes, needles, swabs, gloves, and sharps container.</li> <li>• Medication to be administered, and related management and storage expectations.</li> <li>• Strategies appropriate to each participant to minimise anxiety or discomfort when receiving an injection.</li> </ul> <p><i>For workers who support participants to manage their diabetes:</i></p> <ul style="list-style-type: none"> <li>• Methods and related equipment used to administer diabetes medication including injectable medication device, syringes, pens and pumps.</li> <li>• Responsibility and procedure to adjust and double check medication dose.</li> <li>• The common equipment and devices used to monitor glucose levels.</li> </ul> |
| Implement the support plan   | Implement the support plan   |
| <ul style="list-style-type: none"> <li>• Follows hygiene and infection control procedures.</li> <li>• Delivers support in ways that are least intrusive or restrictive and fit into the participant’s daily routines and preferences.</li> <li>• Makes sure the participant is ready to receive support and helps them to position themselves to ensure the injection site location is accessible.</li> </ul>  | <ul style="list-style-type: none"> <li>• Basic understanding of the purpose of the medication and related storage requirements.</li> <li>• The impact of variables that affect take up of medication for example, injection site location, rotation and timing.</li> <li>• Purpose and methods of hygiene and infection control.</li> <li>• Indicators and action required for common problems including signs of infection at the site of injection such as change in skin colour, swelling, itchiness or pain, signs of withdrawal and/or side effects from medication, and reactions to incorrect medication dose.</li> </ul>   |

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| Skills   | Knowledge  |
|--|--|
| <ul style="list-style-type: none"> <li>• Observes the participant before, during and after the injection and immediately informs an appropriate health practitioner in response to any signs of an adverse reaction or infection.</li> <li>• Safely handle and dispose of sharps and other consumables.</li> <li>• Monitors and records information required by the support plan.</li> <li>• Works collaboratively with others to ensure continuity and effective delivery of support.</li> </ul> <p><i>For workers who support participants with a pre-filled injection:</i></p> <ul style="list-style-type: none"> <li>• Sets up pre-filled pens and pumps and any related equipment to administer medication.</li> </ul> <p><i>For workers who support participants to manage their diabetes:</i></p> <ul style="list-style-type: none"> <li>• Supports participant to actively monitor and document blood glucose levels routinely as documented in the support plan.</li> <li>• Follows procedures to identify and respond to low or high glucose levels (hypoglycaemic/hyperglycaemic).</li> <li>• Supports the participant to administer insulin throughout the day as described in the support plan.</li> <li>• Recognises and takes immediate action in response to signs of illness, infection, other health issues or an adverse medication reaction, or indicators of incorrect medication dose.</li> <li>• Follows procedure established by the relevant health practitioner for calculating, drawing up and double checking the required dose prior to injecting.</li> </ul> | <ul style="list-style-type: none"> <li>• When and how to involve or get advice from the appropriate health practitioner.</li> <li>• Procedures and responsibilities for reporting and documentation, including, handover, recording observations and incident reporting.</li> </ul> <p><i>For workers who support participants to manage their diabetes:</i></p> <ul style="list-style-type: none"> <li>• Basic understanding of diabetes relevant for the participant, for example, type 1 or type 2.</li> <li>• Basic understanding of different types and purpose of diabetes medication.</li> <li>• Understanding the relationship between glucose levels, nutrition, physical activity, weight, stress, and diabetes.</li> <li>• Risks associated with different methods of delivering diabetes medication.</li> <li>• Understanding of factors that can affect blood glucose levels, for example, food and drink amount and type, stress, illness or infection, physical activity, and some types of medication.</li> <li>• Common health-related risks and complications associated with diabetes including reduced ability to heal from cuts or wounds, changes in behaviour, weight fluctuation, and deteriorating eyesight.</li> <li>• Basic understanding of the short and long term impact of low or high blood glucose levels and related action required.</li> <li>• The impact of variables such as food intake, timing and type of medication such as slow and fast acting insulin.</li> <li>• Understand the risks associated with incorrect dosage.</li> </ul> |

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| Skills  | Knowledge   |
|---|---|
| <ul style="list-style-type: none"> <li>Actively involves the participant in managing their diabetes, as outlined in their support plan and to the extent they choose.</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding how to use sliding scale charts to calculate medication dose where required by the support plan.</li> </ul>  |
| Review support  | Review support  |
| <ul style="list-style-type: none"> <li>Follows procedures to document medication administered.</li> <li>Checks with the participant to discuss any changes needed to the subcutaneous injection support they are receiving.</li> <li>Supports the participant to provide feedback and request changes to their support plan as required.</li> </ul> | <ul style="list-style-type: none"> <li>Procedures and responsibilities for requesting review of subcutaneous injection support.</li> <li>For workers who support participants to manage their diabetes:</li> <li>Procedures and responsibilities for requesting review of diabetes management support.</li> </ul> |

## Complex Wound Care Support

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor supports delivery of the complex wound management practice standard. The expectations for complex wound management may be relevant when supporting participants with diabetes and providers should refer to the [subcutaneous injections skills descriptor](#).

**Context:** A support plan for complex wound management has been developed and is overseen by a relevant health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Participants are supported to seek regular and timely review of their health status by an appropriately qualified health practitioner. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan such as: individual needs and preferences; techniques to support prevention and management of pressure injuries and wounds; what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to appropriate policies and procedures, timely supervision, support, equipment, and consumables required to provide complex wound management.

**Scope:** This skills descriptor applies when supporting a participant at high risk of pressure injuries and includes both prevention and management of wounds and pressure injuries when they arise. It includes skills and knowledge to support participants to use equipment such as lymphoedema machines and assistive circulatory devices.

**Training:** In addition to general training a range of different types of pressure care and wound management supports, workers will be trained in the specific needs of each participant they support including appropriate use of equipment and relating specifically to the participant's needs that are affected by their wound management regime (for example, showering, toileting and mobility). Training should be delivered by an appropriately qualified health practitioner or a person who meets the expectations of this skills descriptor.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's competency to provide complex wound care supports are reviewed annually to confirm the worker has current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if a participant's support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before



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supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

**Providers will ensure workers delivering complex wound management supports have the following skills and knowledge**

| Skills  | Knowledge  |
|---|--|
| Prepare to deliver support  | Prepare to deliver support   |
| <ul style="list-style-type: none"> <li>• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements.</li> <li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li> <li>• Checks with the participant on their preferences for communication, including the use of aids, devices and/or methods.</li> <li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language</li> <li>• Prepares for hygiene and infection control.</li> <li>• Checks that required equipment and consumables are available and ready for use.</li> </ul> | <ul style="list-style-type: none"> <li>• NDIS Code of Conduct and Practice Standards.</li> <li>• The role of the high intensity supports in supporting participants to lead the life they choose.</li> <li>• Understanding common and participant-specific communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li> <li>• Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as sterile gloves.</li> <li>• Scope of worker responsibilities, including supervision and delegation arrangements.</li> <li>• Roles and responsibilities of others involved in providing wound and pressure complex wound management support to the participant including carers, health practitioners and other workers.</li> <li>• Features of a safe environment for working and delivering complex wound management support.</li> <li>• Common consumables used in complex wound management and their function, such as, types of dressings.</li> </ul> |

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| Skills   | Knowledge  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Basic understanding of different types/classifications of wounds and related care requirements.</li> <li>• Function of common equipment used to support wound and pressure injury management and basic troubleshooting procedures.</li> </ul>   |
| Implement the support plan   | Implement the support plan   |
| <ul style="list-style-type: none"> <li>• Checks with the participant for any specific factors or adjustments needed at the time support is provided.</li> <li>• Follows hygiene and infection control procedures, for example, hand washing, use of sterile gloves and disinfecting the environment.</li> <li>• Carries out methods for positioning and turning to prevent a pressure injury.</li> <li>• Delivers support in ways that are least intrusive or restrictive and fit into the participant’s daily routines and preferences.</li> <li>• Checks skin integrity to identify indications of initial or worsening infection and takes required action to involve or get advice from the appropriate health practitioner.</li> <li>• Supports the use of lymphoedema machines or assistive circulatory devices as required.</li> <li>• Monitors and records information required by the support plan.</li> <li>• Works collaboratively with others to ensure continuity and effective delivery of support concerns to the responsible health practitioner.</li> <li>• Actively involves the participant in their support, as outlined in their support plan and to the extent they choose.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic understanding of risk and symptoms of pressure injuries such as, blistering, swelling, dry patches, a change in colouring, shiny or warm areas.</li> <li>• Basic understanding of risk factors for pressure injuries, for example, unable to reposition independently, participants with health conditions including diabetes.</li> <li>• Common strategies to prevent pressure areas and worsening wound status including frequent repositioning (which may include prompting for the participant), appropriate diet to support healing and use of assistive equipment such as lymphoedema machines or assistive circulatory devices.</li> <li>• Basic understanding of the process and stages of wound healing to identify improving or deteriorating conditions.</li> <li>• When and how to involve or get advice from the appropriate health practitioner.</li> <li>• Reporting responsibilities including, handover, recording observations and incident reporting.</li> </ul> |

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| Skills   | Knowledge  |
|--|--|
| Review support   | Review support   |
| <ul style="list-style-type: none"><li>• Checks with the participant and supervising health practitioner to discuss any changes needed to the wound and complex wound management support they are receiving.</li><li>• Identifies, documents and reports information where a support plan is not meeting a participant's needs.</li><li>• Supports the participant to provide feedback and request changes to their support plan as required.</li></ul> | <ul style="list-style-type: none"><li>• Procedures and responsibilities for requesting review of wound and complex wound management support.</li></ul> |

## Additional support activities – general advice for providers

### Epilepsy and Seizure Support

**Relationship to High Intensity Daily Personal Activities and other skills descriptors:** This skills descriptor is not formally linked to the HIDPA practice standards. This skills descriptor is additional guidance and may form part of a co-requisite with other high intensity supports.

**Context:** A support plan for epilepsy management has been developed and is overseen by a health practitioner, and each participant is involved in the assessment and development of their support plan. The support plan is up-to-date, readily available, clear and concise and clearly identifies and describes the support needs and preferences of the participant. Each participant's support plan is communicated, where appropriate and with their consent, to their support network, other providers and relevant government agencies. NDIS providers should ensure that workers understand the support needs outlined in the support plan, such as: a description of types, frequency and patterns of seizures, triggers; signs to look for before and after seizures; monitoring and recording, and detailed instructions on medication selection and administration to a seizure which may include instruction on timing and administration of medication; what risks to look for and action required to respond to risks, incidents, and emergencies. Workers also need access to appropriate policies and procedures, timely supervision, support, equipment, and consumables required to provide epilepsy management supports.

**Scope:** This skills descriptor applies when supporting a participant who is at high risk of seizures. It also covers skills and knowledge to support participants to use seizure monitors and wearable technology, such as smartwatches, sleep activity monitors and/or above mattress sensors.

**Training:** In addition to general training a range of different types of seizures and related support requirements, workers will be trained in the specific needs of each participant they support including impact of epilepsy on the person, common patterns or clusters of seizures, triggers and symptoms, and risks of related health conditions associated with epilepsy. Training should be delivered by an appropriately qualified health practitioner with expertise in epilepsy management or a person who meets the requirements of this skills descriptor.

NDIS providers are responsible for ensuring workers have current skills and knowledge, and that the training of workers is documented and regularly audited. It is recommended that a worker's skills and knowledge to carry out high risk of seizure supports are reviewed annually to confirm the worker has current skills and knowledge described in this skills descriptor. Where a worker has not delivered this support for a period of more than three months, or if

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a participant’s support needs have changed and/or they have an updated support plan in place, it is recommended the worker be reassessed before supporting the participant and undertake refresher training if required; this timeframe may vary depending on the nature of supports required and worker experience.

### Providers will ensure workers delivering epilepsy supports have the following skills and knowledge

| Skills   | Knowledge  |
|--|--|
| <p>Prepare to deliver support</p> <ul style="list-style-type: none"> <li>• Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements for example, trigger management, characteristics of the participant’s seizure patterns and required response.</li> <li>• Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support.</li> <li>• Checks with the participant on their preferences for communication, including the use of aids, devices and/or methods.</li> <li>• Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language.</li> <li>• Prepares for hygiene and infection control.</li> <li>• Checks required devices and medications are available and ready for use.</li> </ul> | <p>Prepare to deliver support</p> <ul style="list-style-type: none"> <li>• NDIS Code of Conduct and Practice Standards.</li> <li>• The role of high intensity supports in supporting participants to lead the life they choose.</li> <li>• Understanding common and participant-specific communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices.</li> <li>• Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as gloves.</li> <li>• Potential impact of epilepsy and seizures.</li> <li>• Scope of support worker responsibilities, including relevant supervision and delegation arrangements.</li> <li>• Roles and responsibilities of others involved in supporting the seizure and/or epilepsy-related needs of the participant including, school teachers, carers, health practitioners and other workers.</li> <li>• Features of a safe environment for working and delivering epilepsy and/or seizure related supports.</li> </ul> |

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| Skills   | Knowledge   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Types and function of common seizure monitors and wearable technology, for example, smartwatches, sleep activity monitors, under mattress sensors and/or wireless smart socks.</li> </ul>  |
| Implement the support plan   | Implement the support plan  |
| <ul style="list-style-type: none"> <li>Checks with the participant for any specific factors or adjustments needed at the time support is provided.</li> <li>Delivers support in ways that are least intrusive or restrictive and fit into the participant’s daily routines and preferences.</li> <li>Follows hygiene and infection control procedures.</li> <li>Follows procedures to use and monitor any seizure related devices or equipment.</li> <li>Supports the participant to identify, remove or minimise exposure to triggers and conditions that increase risk of seizures.</li> <li>Recognises and takes immediate action in response to early indicators of a seizure, including alarms from the seizure monitors and/or wearable devices.</li> <li>Identifies and records the nature and frequency of seizures and takes action to position the participant in the recovery position.</li> <li>Follows instructions to assess need and administer post-seizure related medication.</li> <li>Monitors the participant post seizure and/or administration of medication.</li> </ul> | <ul style="list-style-type: none"> <li>Common types, symptoms, and patterns of seizures.</li> <li>Common triggers or conditions that can increase risk of seizure such as constipation, dehydration, high temperature, aspiration, and related methods of control.</li> <li>Common risks associated with seizures.</li> <li>The impact of associated health conditions on epilepsy.</li> <li>Common medication used to manage seizures and related contraindications and side effects.</li> <li>Observation parameters to identify early indicators of seizure onset, monitor seizures and observe following a seizure.</li> <li>Expectations for handling, storing, administering and recording use of post-seizure related medication.</li> <li>First aid techniques to check and clear airways, administer CPR and place a person in a recovery position.</li> <li>When and how to involve or get advice from the health practitioner, or emergency services.</li> <li>Reporting responsibilities, including handover, recording observations and incident reporting.</li> </ul> |

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| Skills   | Knowledge   |
|--|---|
| <ul style="list-style-type: none"> <li>• Identifies and immediately informs an appropriate health practitioner in response to respiratory distress or if the participant is unresponsive. This can include initiating cardiopulmonary resuscitation (CPR) and basic life support.</li> <li>• Records and updates relevant seizure record charts or documents, including medication administered.</li> <li>• Works collaboratively with others to ensure continuity and effective delivery of support.</li> <li>• Actively involves the participant in their support, as outlined in their support plan and to the extent they choose.</li> </ul> |   |
| Review support   | Review support  |
| <ul style="list-style-type: none"> <li>• Checks with the participant to discuss any changes needed to the epilepsy management support they are receiving.</li> <li>• Identifies, documents and reports information where a support plan is not meeting a participant’s needs.</li> <li>• Supports the participant to provide feedback and request changes to their support plan as required.</li> </ul>  | <ul style="list-style-type: none"> <li>• Procedures and responsibilities for requesting a review of epilepsy and/or seizure related support.</li> </ul> |